



Writers' Workshop
Arizona Department of Education



Welcome!

- Introductions
- Purpose
 - The Vision:
 - *What does a Reading First LEA look like?*
 - *What does a Reading First school look like?*
 - The Plan:
 - *How will this vision unfold in your LEA?*
- Agenda
 - Review purpose of the Reading First Program
 - Review Application questions
 - Describe available technical assistance
 - Q and A
 - Individual Consultation



The Purpose of *Reading First*

Ensure that all children in America learn to read well
by the end of third grade so they are well prepared
to achieve their full academic potential.

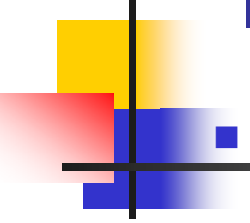
Reading First Guidance, p. 1

What Reading First Supports...



- High-quality, relevant professional development
- Scientifically-based instructional programs, materials and instruction
- Valid and reliable screening, diagnostic, and on-going classroom assessments
- State-wide accountability and leadership structures

Reading First Terms: The Big Ideas of the Program

- 
- What is meant by scientifically based reading research?
 - Research that employs empirical methods that draw on observation or experiment, involving rigorous data analysis, providing valid data across evaluators and across multiple measures and evaluations, and accepted by juried review.
 - What is meant by explicit instruction?
 - Direct instruction including: modeling by the teacher, practice, corrective feedback, and frequent checks for understanding before expecting the student to perform independently.
 - What is meant by systematic instruction?
 - Skills are prioritized, logically sequenced, and carefully paced; re-teaching and review are spiraling and recursive, building from fundamental to higher order skills.



Scientifically based Reading Research

- The National Research Council's work clearly defines curriculum that builds on oral language development by teaching vocabulary, comprehension, phonemic awareness, phonics, fluency in word recognition and text-processing, spelling and writing.
- It concludes that instruction that integrates these critical elements is more effective than instruction that does not, and that the best way to prevent reading difficulties is to ensure they are taught in regular classroom instruction. (Snow, et al.)



What does a Reading First LEA look like?

- Establishes a vision of success!
- Relies on scientific research to inform practice.
- Uses data to drive instruction; closely monitors to ensure that each school/each classroom/ each child is making progress
- Brings leadership together to monitor and assist in the implementation of the Reading First plan
- Takes action when schools are struggling.



What Does a Reading First School Look Like?

- **Certain key elements should be present in any reading classroom where the teacher is applying research to instructional practice:**
 - Curriculum is aligned with state standards and is reflected in explicit and systematic instruction in the five essential components of reading.
 - Every minute counts! An uninterrupted block of time is committed to reading instruction.
 - The teacher makes time for assessment and understands how to design instruction based on data.
 - Flexible grouping strategies and alternate grouping formats are used.
 - By monitoring progress on an ongoing basis, the teacher adjusts and intervenes when necessary.



What Does a Reading First School Look Like?

- The principal plays a key leadership role.
- Teachers participate in ongoing professional development with support from mentors and coaches to provide guidance and feedback in a context of sharing and mutual support.
- The entire staff is committed to teaching every child to read and setting school-wide improvement goals to implement change.
- Alignment: Standards, curriculum, assessment, instruction, reporting, professional development, school improvement goals.



Subgrant Application Instructions (page ii)

- Due Dates
 - Cycle II 5:00 PM Friday, January 27, 2006
 - Cycle II-B 5:00 PM Monday, February 27, 2006
- Maximum 40 pages-- not including appendix
- Original and two additional copies
- *No color, please!*
- Detailed and complete answers required



Subgrant Application: Compliance Checklist (page iii)

- Tool to assist in preparing your application
- Should not be submitted with application



Subgrant Application: Transmittal sheet (page 1)

- Statements of assurance MUST be submitted with required signatures of all Reading First LEA leadership
- If you are a consortium, the transmittal sheet is submitted by the fiscal agent, with all appropriate signatures of site based leaders.



Subgrant Application: Quality Responses

- ***Always*** address the *criterion* and *each question* in every section



Quality Responses

- Address the LEA's plan to implement Reading First at all of its schools selected for funding
- Describe the need/plan at individual schools whenever appropriate to make distinctions between sites



Quality Responses

- Will...

- Describe the **how** as well as the **what** (often stated in the question)

Example: (page 6 #4)

Describe the method and process: how will you meet these objectives; what is your plan to implement these elements of instruction?

- Will not...

- Rephrase the question as a statement

Example (page 6 #4):

The LEA will coordinate and ensure implementation of best practices. We will provide training; we will establish 90 minute reading block. We will establish collaborative planning time.

Subgrant Application:



OVERVIEW



I. Need and Selection of Schools

- *Criterion: The LEA articulates its **need** in light of anticipated participation in Arizona's Reading First (RF) Program. The LEA uses both **current and historic information, including relevant data**, to discuss student achievement trends, and to **identify strengths, gaps and areas requiring improvement** as these relate to the schools and K–3 classrooms that are being selected for program participation.*



Need and Selection of Schools: A strong response will...

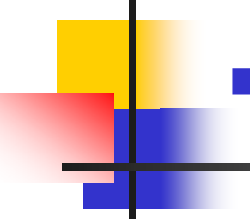
- Provide compelling evidence that the LEA *and/or* each school selected has a history of low reading achievement
- Provide strong rationale for the selection of sites to be funded including each site's potential for success



Selection of Schools

- First, consider the schools with the highest percentage of students who are not meeting the standard on third grade AIMS AND have the largest percentage of children living in poverty.
- Second, consider the capacity willingness, leadership of the school to implement change

II. Capacity

- 
- Criterion: The Applicant LEA demonstrates **capacity, willingness and commitment** on the part of selected Reading First schools to implement the Reading First Program with fidelity. The LEA and Reading First schools are able to articulate clearly actions, including **current initiatives**, for implementing instructional methods anchored in **scientifically based reading research (SBRR)**, use of **highly qualified reading personnel**, delivery to staff of **professional development** and **technical assistance**, and **other strengths** related to reading achievement that establish a **solid foundation upon which to build** a Reading First Program in classrooms of each selected school.



Capacity: Expectations

- LEA will provide evidence of willingness to participate and implement Reading First by submitting signatures of all participating instructional staff members (see Faculty Assurance form for submission in Appendix A).



Capacity: A strong response will...

- Express and give detailed evidence of professional background of staff, current initiatives, activities and instructional materials explicitly illustrating the LEA's and schools' capacity to successfully implement RF.

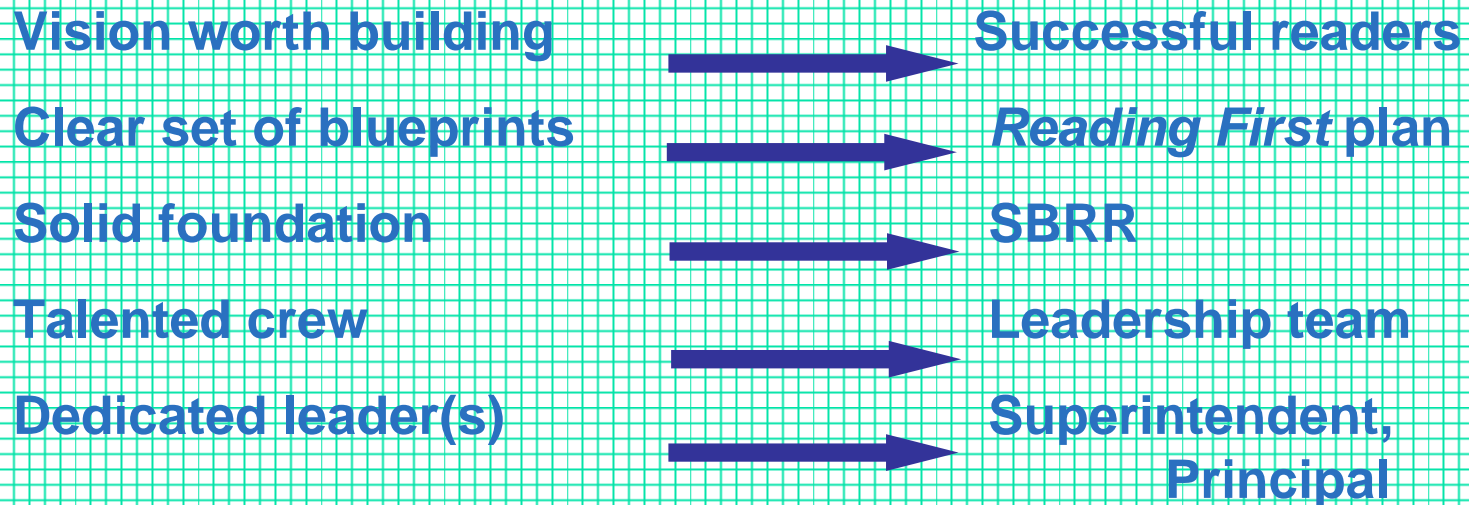


III. Leadership

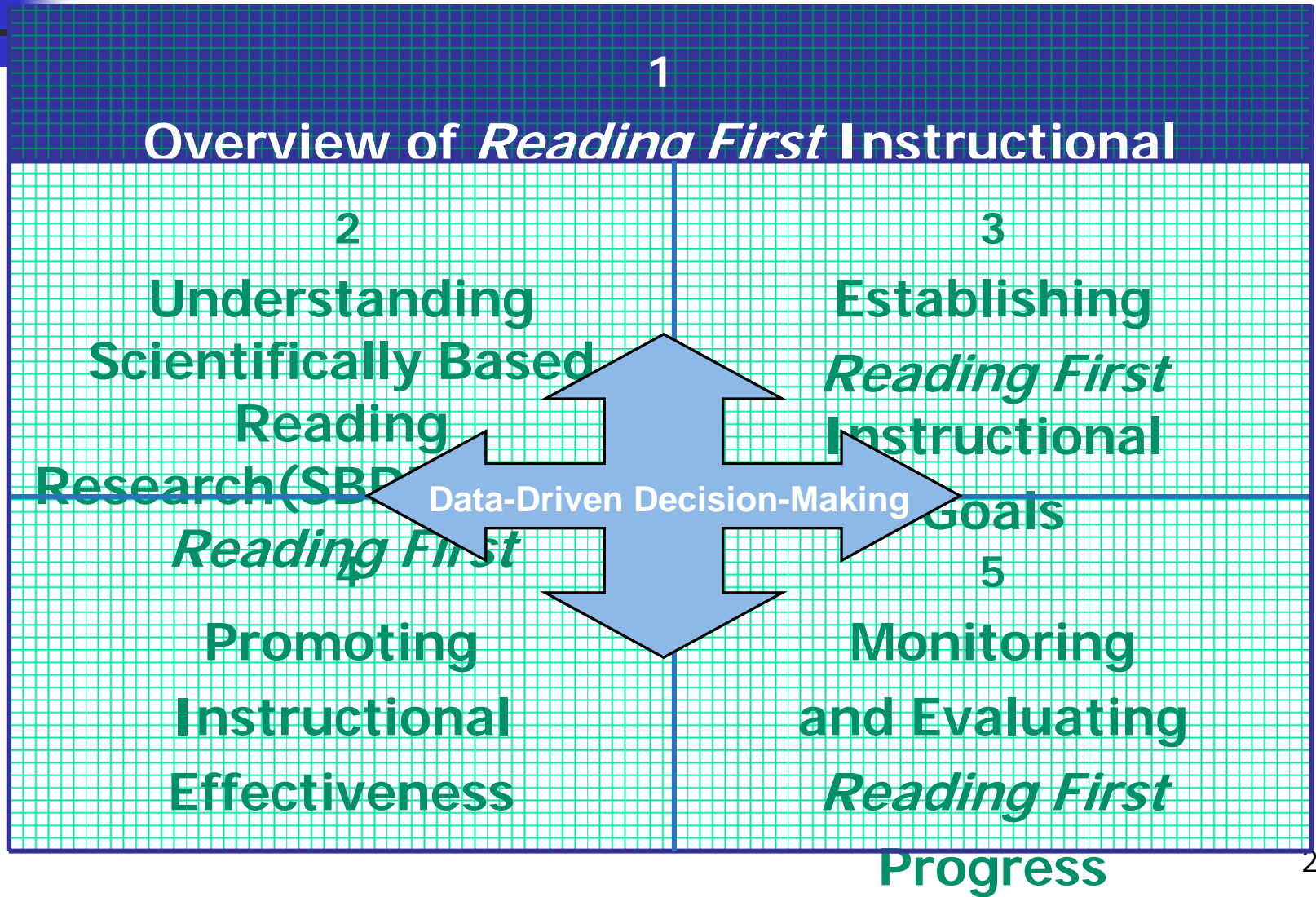
- Criterion: The LEA provides the type of **administrative and instructional leadership** that results in the provision of **time, resources, expertise and staff support** needed to implement the activities of its Arizona Reading First Program, while achieving the national goal that students will become proficient readers no later than the third grade.


Blueprint for Building Instructional Leadership

Like building a structure, building effective instructional leadership requires:



Blueprint (cont.)





Instructional Leadership Teams

**Include knowledgeable and
dedicated educators:**

- Superintendents
- Principals
- Assistant Principals
- Curriculum Directors
- Coaches
- School Psychologists
- Counselors
- Reading Specialists
- Lead General and Special Education Teachers



Team Characteristics

Instructional Leadership Teams:

- Understand SBRR and SBRI
- Set goals and focus on a course of action
- Monitor progress using assessment data
- Communicate a sense of urgency
- Provide continual and supportive professional development
- Facilitate organizational support



Roles and Responsibilities

Define and communicate roles of each member of the *Reading First* leadership team.



Handout 1



Working Together

All Levels

–State, District, and School–
Must Work Together
to Successfully Implement Reading First.

Discuss

How can conflicts in policy and practice occur (e.g., district assessment plans versus *Reading First* assessment plans)?

Taking a Closer Look at the Principal's Role



Improvement in reading instruction within a school depends on the principal's ACTIVE and INFORMED involvement.

- **Learning**
- **Communicating**
- **Monitoring and coordinating**
- **Supporting**
- **Overseeing and**



Making a Difference

- Schools with **STRONG INSTRUCTIONAL LEADERS** show **SIGNIFICANTLY GREATER STUDENT GAINS** in both reading and mathematics than schools with average or weak leaders (Andrews & Soder, 1987)

Strong instructional leaders:

- **are regularly in the classroom**
- **work collaboratively with teachers**
- **are key to ensuring successful readers**



Constancy of Purpose

**"What emerges from most of the research and studies on what behaviors are most characteristic of outstanding instructional leaders is the CONSTANCY with which they act on behalf of what is best for students throughout the many functions they perform day in and day out."
(Gupton, 2003, p.**

65)



Don't Accept Excuses

"It is impossible to bring about meaningful change and sustain it without strong instructional leadership."

(McEwan, 2002, p. 111)

"There's not enough time to visit classrooms every day."

"It's the parents' fault."

"This child just isn't ready to learn to read."

"The teacher last year didn't teach anything."



Leadership: A strong response will...

- Describe how the LEA and selected schools have/or will establish a leadership network to support all levels and aspects of implementation of Reading First as outlined in the criterion.



IV. Implementing a Comprehensive Reading Program

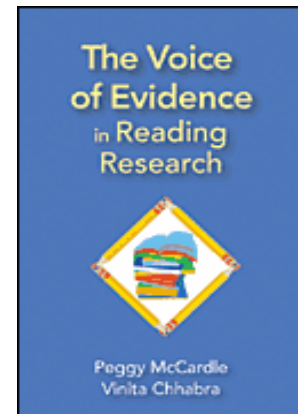
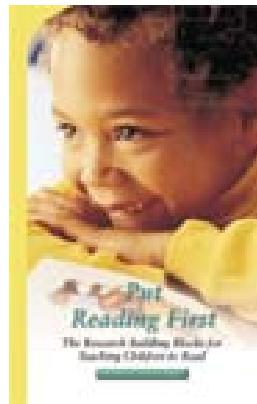
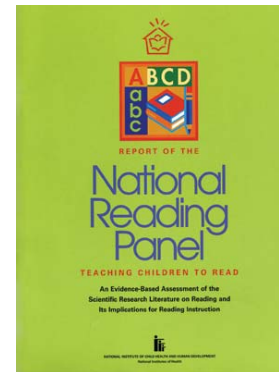
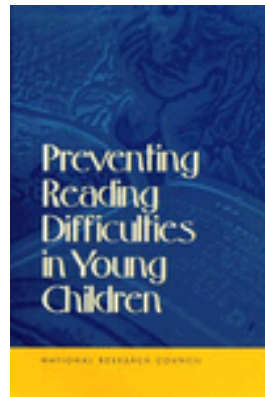
- Criterion: The LEA proposes a comprehensive reading program that addresses the instructional needs of *all* students. This program is aligned with Arizona's Academic Standards, reflects scientific research and utilizes a core reading program that is complemented by supplemental and intervention materials. The purpose of a **Core Reading Program** is to provide consistent instruction in the five essential components of Reading in grades Kindergarten through Three (K–3) and forms the basis of reading instruction for all students.



Why SBRR?

“Research on reading instruction, perhaps more than any other area of education, is ready for application in the classroom. To do that will require that many deeply held beliefs be set aside in favor of what the evidence has proven beyond a reasonable doubt.”

SBRR Resources





Features of Effective Reading Instruction

- Use of assessment data to inform instruction and determine student progress

- ✓ **Grouping**
- ✓ **Planning instruction**
- ✓ **Delivering targeted instruction and intervention to address students' instructional needs**
- ✓ **Monitoring student progress toward grade-level standards/benchmarks**



Expectations: Comprehensive Program

- Each LEA will select a core reading program based on SBRR
- Supplemental and Intervention Programs should be selected at the end of year one



Comprehensive Reading Program

A strong response will...

- Discuss the research that supports the proposed comprehensive reading program
- Identify the proposed core reading program
 - describe the process of selection;
 - provide evidence of its alignment to state standards and SBRR
- Describe how the needs of struggling readers will be met
- Describe how effective practice will be implemented



V. Selection and Use of Valid and Reliable Assessments

- Criterion: The LEA develops a plan to **implement a K–3 assessment system**, to **use the data** gathered to inform instruction, and to **identify additional assessments** as deemed appropriate.



Taking a Closer Look: *Reading First Assessments*

	Purpose	Target Population
Screening	Identify students who are at risk for or have reading difficulties and need additional support.	All Students
Diagnosis	Provide in-depth information about students' reading strengths and needs to inform instructional decisions.	At-Risk
Classroom-Based Instructional Assessments/Progress Monitoring	Determine whether students are making adequate progress or need more support to achieve grade-level reading outcomes.	All Students
Outcome	Evaluate the effectiveness of a total reading program and determine students' overall reading achievement.	All Students



Features (cont.)

- Alignment to established grade-level standards and benchmarks
- Differentiated instruction to meet the needs of individuals and groups of students
- Minimum of 90 minutes protected, uninterrupted core reading instruction
- Additional instructional time for intervention



What It Takes

“If the primary purpose of schooling is learning, then determining what students need to know, how and when it should be taught, and whether or not these instructional goals have been reached are paramount for effective instructional leaders.”

(McEwan, 2003, p. 19)

- Provide a clear vision of your *Reading First* plan
- Clarify that *Reading First* differs from past initiatives
- Establish clear curricular priorities for improving students' reading achievement

Reading First

Instructional Goals

- Focus on required *Reading First* activities
- Base instructional goals on tasks specified in your grant
- Involve your teachers and staff as you develop *Reading First* instructional goals

Reading First

Instructional Goals (cont.)

- Collaborate in developing an implementation plan to achieve goals
- Use assessment data to:
 - Make informed decisions
 - Monitor classroom implementation
 - Evaluate schoolwide progress *throughout* the school year
- Clearly communicate *Reading First* instructional goals within and outside the school



Developing Instructional Goals

Identify:

What?

What is the specific *Reading First* task?

Action?

What action is required?

Who?

Who is responsible?

Timeline?

When will it begin?

When will it be monitored?

When will it be accomplished?

Evaluation?

How will progress be monitored?



Data-Driven Instructional Decision-Making

Use assessment data to determine your school's current status:

- **What's working**
- **What's not working**
- **How different sub-groups performed (economically disadvantaged, racial and ethnic groups, students with disabilities or with limited English proficiency)**
- **What actions are needed to improve classroom reading instruction and student outcomes**



Data-Driven Instructional Decision-Making (cont.)

Identify strengths:

- **Students on target for achieving standards/ benchmarks**
- **Teachers who have consistently large numbers of students meeting or exceeding standards/benchmarks**
- **Teachers who are implementing reading programs with fidelity and who can serve as mentors**
- **Reading programs that are meeting students' needs**
- **Knowledge and skills from professional development**



Data-Driven Instructional Decision-Making (cont.)

Identify areas for improvement:

- Students at risk for or who have reading difficulties
- Teachers with a significant number of students NOT meeting benchmarks
- Achievement gaps
- Specific reading components
- Reading programs that need to be evaluated
- Teachers who need support
- Professional development needs



Data-Driven Instructional Decision-Making (cont.)

Regularly measure progress toward *Reading First* instructional goals

- How are students performing?
- What can be changed or improved to increase the number of students meeting or exceeding benchmarks?



Evaluating *Reading First* Progress

1. Establish a comprehensive data management system
2. Develop checkpoints throughout the school year
 - Monitor progress toward improved student outcomes in reading



Expectations: Assessment

- Every Reading First LEA and school will use DIBELS as its screening, progress monitoring and outcome assessment
- Every Reading First LEA will report AIMS and Terra Nova data



Valid and Reliable Assessments: A strong response will...

- Describe in detail the assessment plan including the use of screening, diagnostic, progress monitoring and outcome data
- Describe in detail how the plan will be implemented
- Describe what assessments will be used in addition to those required and explain why
- Describe how data will be used



VI. Professional Development

- Criterion: Reading First personnel are well-trained in instructional practice through **continual professional development activities** that are based on scientific research in Reading. Reading First schools effectively use **reading coaches** to support and assist teachers in transferring scientifically based reading instruction to the classroom. An effective professional development plan **assists teachers in transferring new learning to classroom practice.**



PD Expectations

- Each Reading First Coordinator will be required to attend quarterly meetings and some of the meetings listed below
- Each building principal will be required to attend “summer camp” and one day of training every other month
- Each coach will be required to attend “summer camp” (one week) and two days of training per month during the school year
- Each teacher will be required to attend 5 days of training during the summer



PD: A strong response will...

- Include an effective professional development plan (one that impacts instructional practice) includes the following dimensions:
 - A supportive context
 - Strong content in the foundations of language development and the essential components of reading instruction
 - An effective process of implementation (*Every Child Reading: A Professional Development Guide* 2000)
 - A coordinated and focused local and state-sponsored plan

Professional Development Timeline:

- Year 1: Take-off!



- Implementing the Core Reading Program
- Data Collection: Benchmark & Progress Monitoring
- Meetings; Meetings; Meetings...

- Year 2: Gaining Altitude

- Data driven instruction
- groups
- Teachers are doing own progress monitoring

- Year 3: Cruising Altitude



VII. Technical Assistance

- **Criterion:** The LEA participates and provides additional technical assistance to the selected schools to address goal setting, school improvement plans, determining benchmarks, budgeting and identifying professional development and other capacity needs. All Reading First schools have access to technical assistance to ensure success.



A strong response will...

- Describe a systematic technical assistance process that:
 - ensures the curriculum, materials and services support reading achievement. (*Preventing Reading Difficulties in Young Children, 1998*)
 - monitors and evaluates school progress that includes additional assistance and support to those schools whose students are not making adequate gains



VIII. Evaluation and Reporting Strategies

- **Criterion:** The LEA will participate in the state evaluation program using 3rd Grade AIMS and DIBELS as valid and reliable measurements to evaluate and report the effectiveness of Reading First schools. In addition, the ADE in cooperation with the Reading First LEAs will collect data on the effective implementation of SBRR instructional materials and strategies.



A strong response will...

- Include strategies to evaluate program effectiveness that are integrated, coordinated and aligned with the goals of the program.
- Include data analysis to monitor and adjust the plan/program
- Hold the LEA and the school(s) accountable.



IX. Resources and Budget

- **Criterion:** The Reading First LEA and selected schools demonstrate that students have access to a **wide variety of engaging reading materials** that meet the diverse needs of K–3 learners. The Reading First LEA and selected schools demonstrate that **all Reading First funds will be used for activities based on scientific research in reading** and coordinated with the LEAs' overall Reading First plan. **Local resources are leveraged** with Reading First funds to maximize the impact of Reading First activities.

Allowable Expense Area	Description of Items	Year One	Year Two ³	Year Three ³
Personnel ^[1]	Full-Time Reading Coach Assessment Coordinator (1.0 FTE per 30 classrooms) Reading Interventionist (1.0 FTE per 30 classrooms)	<i>Reading Coach:</i> \$54,000 <i>Assessment Coordinator:</i> \$52,000	<i>Reading Coach:</i> \$55,000 <i>Assessment Coordinator:</i> \$53,000 <i>Interventionist:</i> \$54,000	<i>Reading Coach:</i> \$56,000 <i>Assessment Coordinator:</i> \$54,000 <i>Interventionist:</i> \$55,000
Professional Development Activities	Teacher Academies Institutes for Principals, Reading Coaches, Assessment Coordinators, (and Interventionists in Y2) Other Reading First training opportunities (Include registration, stipend, travel, lodging and per diem)	<i>K-3 Teacher Summer Academies:</i> 13 @ \$1,500 = \$19,500 <i>Institutes:</i> 3 @ \$1,000 = \$3,000 <i>Release/substitute pay:</i> 13 @ \$800 = \$10,400 <i>Reading Coach:</i> <i>LETRS Institute</i> @ \$2,000	<i>On-going Staff Development:</i> \$1,000 each (teachers, reading coaches, principals, assessment coordinators, interventionists)	
Instructional Materials ^[2]	Core Reading Program (\$125 per student) Classroom and Library Materials (\$60 per student)	<i>Core Reading Program</i> 300 @ \$125 = \$37,500 <i>Library Materials</i> 300 @ \$60 = \$18,000	<i>Supplemental and Intervention Materials =</i> \$9,000 <i>Library Materials =</i> \$3,000	
Assessments	DIBELS Assessments (\$12 per student including cost of materials)	300 students @ \$12 = \$3,600		
Evaluation Expense	<i>NOTE:</i> The Applicant LEA is not required to budget for its share of participation in the evaluation of the Reading First Subgrant Process.	<i>Prorated costs are to be borne by a state resource pool established for this purpose.</i>		
Administrative Expenditures	Not to exceed 3.5% (including Indirect Costs) of total allocated funds.	\$7,000		
TOTALS		Estimate only: \$207,000	\$207,000	\$207,000



A strong response will...

- A detailed budget that supports the activities described in the plan
- Evidence that resources are leveraged and maximized
- Describe how resources will be utilized to provide increased access to a variety of print



X. Sustainability

- **Criterion:** The LEA has a plan that addresses how continuous implementation of the Reading First Program will be sustained after Reading First funding decreases or terminates.



Importance of Sustainability

Reading First, by design, ensures an ongoing support system that helps teachers:

- Learn about instructional practices based on SBRR
- Implement programs based on this research
- Use assessments to inform instruction



Sustainability: A strong response will...

- Provide both fiscal and programmatic evidence that the LEA has a vision and implementation plan to transition from RF funding.



Technical Assistance

- Contact: jlapid@wested.org
- Procedure:
 - Email inquiries to Johnpaul Lapid
 - Responses by next business day.
 - View responses on Reading First website.



Reading First Resources

- ADE website: www.ade.az.gov/reading1st
- *Preventing Reading Difficulties in Young Children*, National Research Council, 1998
- The National Reading Panel Report 2000
- *Every Child a Reader: A Professional Development Guide*
- *Teaching Reading Is Rocket Science*, American Federation of Teachers, 1998
- WestED: Johnpaul Lapid